

# 2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

## Cover Sheet

Type of School: [X] Elementary

Name of Principal: Mrs. Margaret (Peggy) Grennan

Official School Name: Saint Margaret Mary School

School Mailing Address: 123 North 61<sup>st</sup> Street Omaha, NE 68132-2111

County Douglas State School Code Number\* NA

Telephone (402) 551-6663 Fax (402) 551-5631

Web site/URL-<http://www.smmomaha.org/School/index.html> E-mail [pgrennan@smmomaha.org](mailto:pgrennan@smmomaha.org)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Monsignor James E. Gilg

District Name Archdiocese of Omaha Tel. (402) 554-8493

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mr. Dan Loughran

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

## **PART I - ELIGIBILITY CERTIFICATION**

**Include this page in the school's application as page 2.**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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### DISTRICT

1. Number of schools in the district: NA
2. District Per Pupil Expenditure: NA  
Average State Per Pupil Expenditure: NA

### SCHOOL

3. Category that best describes the area where the school is located:
  - Urban or large central city
  - Suburban school with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
4. 10 \_\_\_\_ Number of years the principal has been in her/his position at this school.
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	30	33	63
K	28	34	62	8	39	24	63
1	33	31	64	9	0	0	0
2	34	30	64	10	0	0	0
3	30	34	64	11	0	0	0
4	30	34	64	12	0	0	0
5	35	29	64	Other			
6	27	32	64				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>572</b>

6. Racial/ethnic composition of the school:
  - < 1 % American Indian or Alaska Native
  - 3 % Asian or Pacific Islander
  - < 1 % Black or African American
  - 4 % Hispanic or Latino
  - 92 % White
  - 100 % Total**

7. Student turnover, or mobility rate, during the past year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	12
(4)	Total number of students in the school as of October 1	572
(5)	Total transferred students in row (3) divided by total students in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2.09

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient

Number of languages represented: NA  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 2%

Total number students who qualify: 12

10. Students receiving special education services: 10%  
56 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 7 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 2 Other Health Impaired
- 13 Specific Learning Disability
- 30 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 4 Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	_ 1 _	_ 1 _
Classroom teachers	_ 22 _	_ 1 _
Special resource teachers/specialists	_ 0 _	_ 1 _
Paraprofessionals	_ 6 _	_ 8 _
Support staff	_ 1 _	_ 1 _
Total number	_ 30 _	_ 12 _

12. Average school student-classroom teacher ratio, 26:1

13. Attendance patterns of teachers and students-

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	95%	96%	96%	97%
Teacher turnover rate	1%	1%	1%	0%	0%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	NA %				

## **PART III - SUMMARY**

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St. Margaret Mary School, a Nebraska, K-8, private Catholic elementary school, has been educating children in the metropolitan community of Omaha, Nebraska for over 80 years. The school, serving kindergarten through eighth grade, was established in 1921, by the Sisters of Mercy of the Americas. The doors of the present school opened in 1950. As one of 58 elementary schools of the Archdiocese of Omaha, Nebraska, St. Margaret Mary School serves the needs of 572 students from its location in the central part of the city.

The mission of St. Margaret Mary School is to form in a Catholic atmosphere, children who are spiritually, emotionally, intellectually, and socially developed to their fullest potential. The school vision states, "Through strong values-based programs and curriculum, we will encourage each individual to become, in a spirit of love and service, personally responsible to God, self, family and community."

The goals of St. Margaret Mary School flow from the school mission statement:

- To form young people through a clear statement of the teachings of the Church;
- To foster regular participation in the sacramental and liturgical life of the Church;
- To create a warm, accepting environment in which each student feels comfortable to grow in his/her relationship with Christ and others;
- To develop activities which foster attitudes of loving service;
- To provide opportunities for each student to discover and share his/her own unique gifts as a child of God;
- To promote acceptance and understanding of those who are different from oneself, in a spirit of respect for the God-given dignity of every human life;
- To foster an atmosphere which promotes responsibility for one's own actions;
- To maintain standards of academic excellence in all areas of intellectual development.

There are two homerooms of each grade level except for three sections of kindergarten. Each homeroom 1<sup>st</sup>-8<sup>th</sup> has about 32 students, kindergarten has about 21 in each. The rooms are grouped in wings: K-2, 3-4, 5-6, & 7-8. In grades 1 and 2, each teacher is partnered with a full-time teacher assistant. This allows the student-to-adult ration to be 16:1. One teacher assistant is assigned per grade to 3<sup>rd</sup> and 4<sup>th</sup> and one is assigned to the 5<sup>th</sup> and 6<sup>th</sup> grades. Kindergarten and 7<sup>th</sup> and 8<sup>th</sup> employ part-time teacher assistants. St. Margaret Mary employs 23 certified teachers including a Spanish teacher, music teacher, PE teacher, technology teacher, and librarian. St. Margaret Mary also employs six full-time and 6 part-time teacher assistants (five of whom are certified teachers) plus a technology technician and a counselor, nurse, and speech and language therapist all on a part-time basis.

The facilities of St. Margaret Mary include an auditorium, gymnasium, two computer labs, a Science lab, a music room, a library with over 12,000 titles, as well as 19 classrooms, six teacher assistant rooms, administrative offices and the extended care room. A geothermal heating and cooling system was installed this past summer to make the building climate-controlled for the first time.

Our Home & School Association is one of the reasons that St. Margaret Mary School is so strong. Our parents man over 20 committees, plus volunteer to serve the daily lunch program and help in the computer labs, library, and classrooms. We have anywhere from 5-10 parent volunteers in the building on a daily basis.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

Saint Margaret Mary School assesses all students in grades 2 through 8, in the fall of the school year, using the Iowa Test of Basic Skills (ITBS), a nationally norm-referenced test published by Riverside Publishing. The following sub tests make up the Reading Total: Vocabulary and Comprehension. The Math Total Score includes Concepts and Estimation and Problem Solving and Data Interpretation.

The scores reported are as percentile ranks and grade equivalent. Saint Margaret Mary School has consistently through the years scored in the top 10% in the nation. No groups were excluded from testing. Some test accommodations were made for those with learning disabilities, such as extended time, a reader being provided, or consuming a test booklet. but their scores were not excluded. There were no ethnic/racial or socioeconomic groups that comprised sufficient numbers to be statistically significant.

Students are assessed throughout the curriculum with various criterion-referenced measures such as quizzes and end of chapter or unit tests in which the vast majority of students score 85% or higher. The overall reading average for grades 2-8 is 93% and for math it is 90%. St. Margaret Mary students have traditionally performed at the highest academic levels.

### **2. Using Assessment Results:**

The school uses its assessment data in a variety of ways. It is used to assess school/student performance and to improve school/student performance. Some examples of this include looking at the ITBS scores to determine any areas of need. In 1998, it was determined that better scores in the area of capitalization and punctuation were needed. A small adjustment to the English curriculum by starting the year with capitalization and punctuation in all grades, proved to be a good solution to increasing knowledge and scores, as well as beginning the year grammatically with a solid foundation and review. In 1999, math computation was found to need some work and teachers proceeded to do a few minutes of quick review of math facts daily to improve the accuracy and speed of computation. It worked and scores have increased every year. A few years ago we looked at spelling as an area of need and figured out that the students needed practice at finding misspelled words. Teachers made a small adjustment in the spelling curriculum to add practice in identifying misspelled words daily. This appears to be the solution as teachers are reporting increased scores on weekly spelling tests. The school also uses its assessment data to validate the mission and goals of the school, as well as the curriculum process; and to inform parents, students, and the Board of Total Christian Education of school/student success.

### **3. Communicating Assessment Results:**

ITBS test results are shared with parents through the parent/teacher conference held in the fall of every year. The results are presented in an Individual Profile Report and a Parent Narrative Report, along with an explanation and definition of Grade Equivalency and Percentile Rank, by the teacher and the principal. A report, prepared by the administrator, showing the scores of every grade tested (2nd-8th), for every year they've been tested, is presented to the Total Board of Education. This report shows the Board that St. Margaret Mary students perform at the highest level every year.

To communicate student performance on daily work and activities, the school sends computerized progress reports home detailing every assignment or activity completed, halfway through the quarter to all parents and students throughout the year. Computerized report cards are sent on the quarter. Formal parent/teacher conferences are held in the fall, with individual conferences held whenever the need arises.

St. Margaret Mary Students participate in many contests throughout the year. Their successes are published in the weekly school newsletter, the parish bulletin, the diocesan newspaper and even the local metro newspaper. Junior high students are also named to the Honor Roll every semester for First or Second Honors. Students who earn academic scholarships to area high schools are also noted in the above-mentioned publications.

### **4. Sharing Success:**

St. Margaret Mary tries to instill in students a sense of responsibility for others. A couple of examples of this are the three semi-trailier trucks loaded with much need supplies that were collected by the students of St. Margaret Mary School and sent to Catholic Charities of Jackson, Mississippi, three weeks after Hurricane Katrina. This project was inspired by one of our 5<sup>th</sup> grade students who wanted to help the people in need. The other on-going project is the monthly 8<sup>th</sup> grade visits to a senior care facility. The students are paired with a "buddy" from the facility and spend the year coming up with activities and treats for the seniors.

St. Margaret Mary School has shared it successes with other schools by inviting those who need an algebra class for gifted and talented 7th graders, to attend St. Margaret Mary School, first thing in the morning (7:15 AM), so that they may be able to attend an advanced algebra class as an 8th grader, at a local Jesuit high school. Students from a few other Catholic schools have attended this class.

Teachers from St. Margaret Mary School also facilitate inservice for other schools on the computerized grading program. They volunteer as presenters at Fall Conference and facilitators of Archdiocesan teacher groups. The teachers also volunteer on the Archdiocesan Curriculum Committee and committees that organize various contests for students throughout the diocese such as Math Counts, Spelling Bee, Bible Bowl, and the Archdiocesan Math Contest. One of our teachers is the lay teacher representative to the Archdiocesan Board of Education. We have award-winning teachers on our faculty including those honored nationally as well as locally.

## PART V – CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum in all grades, kindergarten through eighth grade, is one that fosters the ideals of Christian and civic responsibility, while presenting a well-rounded program that respects and promotes the spiritual, emotional, intellectual, social, physical, and technological development of each child. The Mission Statement of St. Margaret Mary School reflects this: “The mission of St. Margaret Mary School is to form, in a Catholic atmosphere, children who are spiritually, emotionally, intellectually, and socially developed to their fullest potential. Through strong values-based programs and curriculum, we will encourage each individual to become, in a spirit of love and service, personally responsible to God, self, family, and community”. St. Margaret Mary offers a course of study in the areas of religion, reading, mathematics, English, spelling, phonics, social studies, science, handwriting, physical education, music, art, computer technology, library- media skills. Each content area contains a statement of objectives that will be **Introduced**, **Developed**, and/or **Maintained** at the various levels as written in the curriculum guides.

The language arts curriculum focuses on mastery of grammar and usage, mechanics, spelling, composition, creative writing, vocabulary, literature, reading skills, reference and study skills, plus listening, thinking, and speaking skills.

The math curriculum includes mastery, at the appropriate grade level, of counting, place value, time, money, whole numbers, fractions, decimals, estimation, problem solving, graphing, percent, pre-algebra, geometry, measurement, probability, statistics, consumer math, number theory, algebra and trigonometry.

The science curriculum covers Life Science, Earth Science and Physical Science. In grades K-6, students receive a variety of developmentally appropriate content in all three areas. In junior high, the focus is concentrated: 7th grade studies Life Science and the 8th grade studies Physical Science.

The social studies curriculum provides an awareness of mankind, a study of different cultures, a respect for other races and religions, and an emphasis on the values of a democratic society. It includes map and globe skills, reference skills, The United States, the five themes of geography, communities, Indians, government, natural resources, national holidays, Nebraska history, world history, and countries of the world.

Technology education (K-8) provides all students with competence in the use of technology for interdisciplinary applications and problem-solving skills. Visual, musical and performing arts are integrated across the curriculum. The purpose of art education is to promote aesthetic and cultural awareness while fostering critical thinking and creativity using Discipline Based Arts Education (DBAE). Music education provides for creativity, movement, listening, learning, appreciation and performing.

Spanish is taught K-8 weekly. The course includes word recognition, oral and written skills, and a basic understanding of Spanish culture. The Spanish curriculum meets the requirements of the NCLB-BRS program.

## 2a. **Reading:**

In grades K-8, the reading curriculum offers a wealth of literature to the students through a variety of teaching strategies. The primary and lower intermediate grade teachers combine the phonics curriculum with the reading curriculum to allow students the best opportunity for success in reading and in developing a love for literature. The Lindemood Phonemic Awareness Program (LiPS) is also implemented for those students needing extra phonemic awareness study. Reading groups in the primary grades are ability grouped to help accommodate the great range of ability. Students have easy access in moving between the different groups throughout the year. In several grades, supplemental novels are used to enhance the curriculum.

All teachers follow the curriculum guidelines for each grade level, yet add their own style/methods and strategies to reach all learners. Mastery is determined at each grade level by successful completion of the prescribed course work. An assessment scale, determined by the level teachers, is employed for the general performance standards of the different grades. Teachers have different rubrics developed for various assessment pieces.

At St. Margaret Mary, we recognize that learning to read is a complex process. Students need to draw on many strategies and it has been proven that one critical strategy is phonics--the mastery of letter-sound relationships. We believe that phonics, taught in conjunction with a literature-based reading program is what works best for students at St. Margaret Mary. This is evidenced by the great number of books that the students check out of the school library. They love to read!

## 3. **Additional Curriculum Area:**

Since the mission of St. Margaret Mary School is to form in a Catholic atmosphere children who are spiritually, emotionally, intellectually, and socially developed to their fullest potential, religious education is the backbone of our K-8 curriculum. The focus of the religious education curriculum can be found in the first seven goals of the school: 1) to form young people through a clear statement of the teachings of the Church; 2) to foster regular participation in the sacramental and liturgical life of the church; 3) to create a warm, accepting environment in which each student feels comfortable to grow in his/her relationship with Christ and others; 4) to develop activities which foster attitudes of loving service; 5) to provide opportunities for each student to discover and share his/her own unique gifts as a child of God; 6) to promote acceptance and understanding of those different from oneself, in a spirit of respect for the God-given dignity of every human life; and 7) to foster an atmosphere which promotes responsibility for one's own actions.

Religion is taught daily and integrated across the total curriculum. The Catholic Church's position on all issues regarding the sanctity of human life, social justice matters, human sexuality, chastity and other issues, are taught in age-appropriate / developmentally-appropriate ways by both direct instruction or integration when the topic is relevant to a class. Service project opportunities are given at each grade level throughout the year. Through these projects, the students are learning that they receive much more when they

learn how to give of themselves for others, in order to make the world a better place.

#### **4. Instructional Methods:**

A variety of instructional methods are used to improve student learning at St. Margaret Mary School. These include 1) the use of teacher assistants in grades 1-6 for one-on-one or small group reinforcement work, 2) the use of different strategies by classroom teachers for varying learning styles including hands-on, small group, kinesthetic 3) the use of phonemic awareness strategies for K-3 students, 4) the use of technology including computers, video equipment, and Alpha Smart Writers or laptop computers for dysgraphic or dyslexic students, 5) the use of outside agencies or public school services for students needing speech, language, physical or occupational therapy services, 6) the acceleration of the math program beginning in 5th grade so as to afford those gifted and talented students the opportunity of completing Algebra II by the end of their eighth grade year and all other students the opportunity to complete Algebra I by the end of their eighth grade year. Classes are heterogeneously grouped except in primary reading and 6-8 math, which are ability-grouped. These ability groupings are designed to accommodate the wide range of reading abilities in the primary grades and to accelerate the math program in 6-8 grades. One area of focus for the past two years has been the integration of technology across the curriculum. Teachers have developed lesson plans using the Global Chalkboard for the various academic areas of the curriculum.

#### **5. Professional Development:**

As the goals of St. Margaret Mary state, “Every student is considered unique, and a spirit of respect and acceptance is fostered in all.” Professional development for teachers at St. Margaret Mary School considers this statement of the utmost importance. Opportunities are available in the areas of learning disabilities, learning styles and strategies, technology and the different academic areas in the forms of national and local conferences, workshops, institutes, and in-services. The faculty has been trained by learning disability and brain specialists in the different learning styles and teaching strategies available to reach all students. The entire staff has also been trained in the Girls and Boys Town Social Skills Curriculum, which is an integral part of the curriculum. The faculty also has a monthly technology in-service that results in their developing lesson plans or supplemental pieces to the curriculum using such things as the Global Chalkboard or Power Media Plus. The teachers have also been certified in CPR/AED and First Aid. Professional development is part of the instructional budget for the school. Having teachers, even 40 year veterans, excited about teaching and using technology is very noticeable at St. Margaret Mary. When the teachers are excited about the learning program and process, it carries over to the students.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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1. Private school association(s): Archdiocese of Omaha, National Catholic Education Association
2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes  No
3. What are the 2007-2008 tuition rates, by grade?  
X (other) St. Margaret Mary School does not charge tuition for parishioners. If we have room for out-of-parish students the tuition charge is the per-pupil cost of \$3,250 for the 2007-2008 school year.
4. What is the educational cost per student? \$3,250
5. What is the average financial aid per student? \$\_\_NA\_\_
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? \_\_NA\_\_%
7. What percentage of the student body receive scholarship assistance, including tuition reduction? \_\_. 1\_\_% \*\*

\*\*Two students are recipients of The Children Scholarship Fund from the Archdiocese of Omaha because they qualified for it at the time of their enrollment.

## PART VII - ASSESSMENT RESULTS

### SAINT MARGARET MARY ELEMENTARY SCHOOL

Name of Test- ITBS

Form: A Year: 2001

Publisher-Riverside Publishing

Scores are reported as percentiles.

No sub groups to report.

	2007	2006	2005	2004	2003
Testing month	Sept.	Sept.	Sept.	Sept.	Oct.
<b>Grade 8</b>					
Reading	85	90	87	83	86
Mathematics	85	88	81	80	80
Number of students tested	63	61	63	64	65
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	1
Percent alternatively assessed	0	0	0	0	.02
<b>Grade 7</b>					
Reading	80	86	88	88	84
Mathematics	71	83	85	82	77
Number of students tested	63	64	62	63	64
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
<b>Grade 6</b>					
Reading	83	80	87	87	86
Mathematics	71	67	82	83	82
Number of students tested	64	63	63	59	64
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
<b>Grade 5</b>					
Reading	82	87	85	86	90
Mathematics	74	75	80	84	88
Number of students tested	64	64	63	61	57
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0

## PART VII- ASSESSMENT RESULTS- (cont'd)

### SAINT MARGARET MARY ELEMENTARY SCHOOL

Name of Test- ITBS

Form: A Year: 2001

Publisher-Riverside Publishing

Scores are reported as percentiles.

So sub groups to report

	2007	2006	2005	2004	2003
Testing month	Sept.	Sept.	Sept.	Sept.	Oct.
<b>Grade 4</b>					
Reading	84	82	84	85	87
Mathematics	82	74	81	81	87
Number of students tested	64	65	64	64	61
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
<b>Grade 3</b>					
Reading	83	78	75	83	84
Mathematics	78	72	68	75	75
Number of students tested	64	63	65	64	64
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
<b>Grade 2</b>					
Reading	72	83	74	75	85
Mathematics	67	74	69	66	64
Number of students tested	64	62	62	64	64
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0